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ABSTRACT

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, discusses how to become involved in the communities and advocate with neighbors for needs. Topics covered include the following: researching and analyzing information; preparing a survey form; designing a survey process; and preparing an action plan. Basic skills addressed include thinking skills, using resources, interpersonal skills, and using information. The module contains the following: teaching points for the instructor; sample learning activities; a list of nine resources; a sample lesson plan consisting of objectives, learners and context, room setup, materials needed, tasks to do ahead, media used, and steps for conducting the lesson; role-play materials; and pre- and postassessments. (KC)

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ED 416 356

LAES
Latino Adult Education Services

Tierra de Oportunidad

MODULE 19

Collaborating With Neighbors

Ed Kissam and Holda Dorsey

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INSTRUCTIONAL AREA
Promoting Community Participation

MODULE 19
Collaborating with Neighbors

Overview

Getting involved -- talking about issues, participating in groups which get together to learn more about issues or to influence other people's perspectives, writing letters, phoning people, volunteering in civic organizations, and working in political campaigns, are all part of community participation and immigrants' social integration.

Building a foundation for adult learners to become successfully involved in community collaboration is one of the most important contributions that adult schools can make to community welfare and to the process by which immigrants are socially integrated into U.S. life. Without some experience of successful collaboration, immigrant communities are more likely to become closed enclaves.

Becoming involved in collaborative efforts to better one's community is not a luxury but, rather, a survival skill. Immigrants who live in low-income communities are very unlikely to get the quality of public services which are provided to middle-class and upper-income neighborhoods. Collaboration is a necessity to address issues of common concern.

People who get involved usually end up not only helping others but in helping themselves. Whatever the particular context or set of problems in which adult learners become involved, addressing such situations is likely to provide them with valuable skills in interpersonal relations, teamwork, and problem solving which will help them in their personal lives and, even more directly, in their work lives when they seek better, more responsible jobs. To a remarkable degree these skills are a foundation for dealing with a wide range of topics; at the same time, becoming involved in community issues may also provide some effective and concerned students a new career outlook or even a new job as a community worker for a local agency.

There are several contemporary trends in the United States which make active community collaboration an increasingly valuable experience for adult learners. One is a trend toward decentralized social policy in which responsibility for government activities returns once again to states and local communities. Another trend is the increase of government agencies' emphasis on serving their customers, the public, in part by learning to communicate better and become more accessible.

Both of these trends will result in new opportunities for meaningful involvement in local community affairs and, in fact, new employment opportunities for community workers and outreach workers. Working effectively in any area of government activity requires those who are involved to be able to collaborate productively with their neighbors, whether the neighbors are next-door families, co-workers, or other volunteers in a grassroots community organization.

Basic Skills Development

Becoming involved with neighbors in some aspect of community collaboration provides excellent opportunities for adult learners to extend their learning beyond the classroom and practice newly-acquired communication and problem-solving skills in a familiar real-world context This experience can powerfully reinforce students' confidence in their ability to adapt and apply the basic skills they have learned in class

Attention to collaborating with neighbors in addressing community issues is, ultimately, most valuable as a way to build experience and continuous involvement in exploring students' social environment.

There are many models for collaborative activities. These models can be found in publications on organizational development, popular books on interpersonal relations, and other areas. The skills development challenge of this module is for students to integrate a cluster of relevant skills and refine them in the course of working with their neighbors.

Basic Skills:	active listening, note-taking, analytic questioning, persuasion, compromise;
Thinking Skills:	breaking a complex task into component sub-tasks, sequencing sub-tasks, generating "what if" scenarios to assess the impact of proposed courses of action
Personal Qualities	gets along well with people, demonstrates responsibility and dedication toward goals, demonstrates integrity and honesty in all community activities;
Using Resources:	inventorying personal and information resources, the value of personal resources, using orally-communicated information, accessing information by telephone, , using diverse print media as sources of information;

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Interpersonal Skills:	collaboration, negotiation, compromise, conflict resolution, recognizing individual strengths and weaknesses; motivating and recognizing co-workers and their contributions to a common goal; working with people who are different;
Uses Information	securing information, evaluating alternative information sources, testing the accuracy of information, using multiple data sources, values clarification, reflection, hypothesis generation, hypothesis testing, hypothesis refinement, distinguishing fact and opinion;
Works With Systems	understands and explains to others how systems are organized and work, designs and organizes systems
Uses Technology	using on-line data resources, uses technology to access information and to keep and organize information.

Teaching Points

1. **In multiethnic communities where different immigrant groups and U.S.-born families live together, it is important to consider the advantages of establishing or participating in groups which cut across boundaries.** Such cross-group coalitions are often more effective than homogeneous alliances in terms of getting things done. The process of building cross-group alliance is also valuable, healing existing tensions and conflicts, and building new bases for mutual understanding. The key to building such groups is finding common ground based on shared concerns. Openness, a willingness to reach out and talk to others, and patience are a crucial foundation for finding that common group and exploring possible areas of shared concerns.

2. **At the same time, homogeneous within-group collaboration is also valuable.** From a practical point of view, it is often easiest for families to start building their teamwork skills by collaborating with family, friends, neighbors, or compatriots to address common concerns and, then, later extend that collaboration to new groups. It may be valuable for students to begin practicing their communication and teamwork skills with people with whom they share much in common and then work to extend these skills to cross-group collaboration.

3. **At a practical level, the most effective collaborations are ones where groups form to pursue their own concerns but are, also, open to conflict resolution.** Conflicts arise in many different areas -- between ethnic groups, between interest groups such as neighborhood families and city planners, between residents of low-income neighborhoods and drug dealers, and between loosely-allied groups of neighbors. Whatever the specific problem being addressed, neighborhood groups are most effective when they can propose a plan of action which allows them an active role in solving or contributing to a solution to the problem while, at the same time, expecting others (e.g. schools, police, city, housing or health agencies) to be accountable for doing their job.

4. **Conflicts can also arise within community groups. The most effective neighborhood groups are those which can resolve these conflicts rapidly and equitably.** Differences of opinion about objectives (i.e. what's important to deal with), action priorities (i.e. what should be done first), and strategies (i.e. how to achieve a group's objectives) are inevitable. These can split promising groups apart unless they are rapidly and fairly resolved. Students should practice the skills they have developed **in Module 18 -- Analyzing and Debating Community Issues** within neighborhood groups. In this respect, neighborhood groups have some similarity to the workplace and some similarity to family functioning.

5. **The most effective community action groups are those which are structured to allow different people to play different roles while, at the same time, respecting and valuing each person's contribution.** Effective groups are set up to accommodate people with different schedules, skills levels, and personal style. The most effective groups usually are those which, also, decide to devote time or resources to building their members' skills, an important mode of self-directed learning. Informal working groups often drift and tend to divide. Practicing mutual respect and taking care to recognize each individual contribution tends to counter the tendency toward fragmentation.

6. **Some well-established programs operating in communities where immigrants live are designed and receive government funding, to support active community involvement.** These programs include Community Action Programs, Head Start, and Migrant Education. All are required to provide ways to help low-income families become involved in guiding decisions about the services they provide. Similarly, many schools have Site Councils which are specifically intended to facilitate parent involvement. These are all important places where concerned residents can make a meaningful contribution to their community while building their skills in working with others.

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Sample Learning Activities

1. Conduct an exercise with the class to identify three community issues which students would be willing to work on. One way to approach this is to begin by putting on the blackboard a list of suggestions about important issues and paring the list down by allowing students to "vote" for an issue only if they would, in fact, be willing to work on it.

2. Discuss with students what kinds of roles they would feel comfortable working in as part of an organization set up to deal with one of three of the previously identified priority community issues.

3. Have students take an informal survey of their neighbors to get an idea of what community priorities are. This assignment might ideally involve teams of two or three students in each neighborhood, requiring each team to coordinate its strategy to conduct the survey among themselves. In reporting back to the class, each team might be asked to say how they divided up tasks and how well they think this division of labor worked.

4. Assign students the task of deciding among themselves the topics which should be addressed in the next three weeks of their course. Optionally, assign students the task of identifying three ways in which each could contribute (as peer instructors, as support staff, as "experts") to the topics chosen.

5. Assign a community survey exercise with the variation that survey teams consist of students from two different teachers. Classes might meet together to decide on priority issues as in Sample Activity 1 while the teams could be set up as in Sample Activity 3 with the requirement that at least one student from each class is on each team.

6. Invite speakers from two local civic organizations to explain what their organizational mission is, how people may become involved, and what kinds of involvement are expected. After the presenters have left, discuss with the class the degree to which these organizations: a) reflect their interests and concerns, and b) provide ways in which they could see themselves personally involved.

7. Invite the Director of a local Head Start Center to explain the ways in which he or she attempts to involve parents in Center activities, what the problems are in securing high levels of involvement, and what strategies he or she is using to maximize involvement.

8. Invite the Director of the local Community Action Program or a representative to explain the legislative requirements for the composition of their Board of Directors, the kind of issues which the Board addresses, and the benefits to the agency of having grassroots community participation in its programs.

Students might be encouraged to ask what the agency is doing about issues of concern to them.

9. Invite the Chairpersons of two school Site Councils (e.g. from an elementary school and from a middle school) to make presentations to the class about their role in children's schooling and the kinds of things they want their members to do to help out.

10. Invite a local businessperson who is involved in developing a new product or service to talk to the class about the kinds of teamwork involved (both within their organization and in conjunction with external organizational partners).

11. Visit the Website of the California Commission on Improving the Quality of Life Through Service (listed in resource section below) to secure information on California's mentoring initiative to link children throughout California with adult mentors. After reviewing the information available, discuss in class the pros and cons of being involved in this effort and what kinds of issues they see might arise in working with their neighbors in this area.

Extension Activities

This module focused on participating actively in the community dialogue on local problems and issues may be extended to other important roles adult learners may be called upon to assume in their lives. It may even form the basis of a course curriculum which consists primarily of out-of-class "community work". A particularly promising option may be for adult schools to jointly sponsor programs with other groups oriented toward promoting community participation -- e.g. elementary schools, civic groups, neighborhood associations.

The analytic, inter-personal, and communication skills developed in collaborating with neighbors relate directly to "teamwork" within the household, within an extended family, and in the workplace. In all of these areas, there may be deep divisions of opinion, subtle differences in personal goals, or divergence in different individuals' skills levels, motivation, and personal abilities to work collaboratively toward a common goal.

This module can be used in abbreviated form as a basis for structuring one learning unit or, alternatively, as the foundation for a workshop or course focusing primarily or exclusively (ideally in conjunction with **Module 18 -- Analyzing and Debating Community Issues**) on addressing community issues. It can also be used as the basis for a strand or constant theme running through a learning program oriented toward life skills development or citizenship.

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Resources

1. Stanley Gajanayake and Jaya Gajanayake, **Community Empowerment: A Participatory Training Manual on Community Project Development,** Office of International Training and Consultation, Northern Illinois University, Pact Publications, 1993. [While this manual is based on experience in a developing country -- Sri Lanka -- some of the exercises may be useful to adult education instructors].

2. Terence G. Riley and Heide Spruck Wrigley, **Communicating in the Real World: Developing Communication Skills for Business and the Professions,** Prentice-Hall Regents, 1987.

3. On the World-Wide Web, the **LatinoLink** provides a gateway to a tremendously diverse range of "virtual communities", groups based on shared interest in public affairs, music, cooking, theater, or different Latino ethnic groups. The LatinoLink homepage has a useful review of other Websites, under the heading "Links we Like". Included among the LatinoLink materials are many personally written pieces showing that "ordinary people" can communicate reach out and communicate with others, literally world-wide. The address for LatinoLink is: ***http://www.latinolink.com/index.shtml***

4. **Not in Our Town** a twenty-seven-minute documentary videotape and the accompanying instructor's guide tells the story of neighbors in Billings, Montana who joined together to take a stand against hate crimes. copies of the video and viewing guide are available from: California Working Group, 5867 Ocean View Drive, Oakland, CA 94618. Phone (510) 547-8484 or email: ***wedothework@igc.apc.org***

5. **Local Resources** -- Most California communities have a local Volunteer Bureau which can be invited to give a presentation about the wide range of organizations in the community through which volunteers can work with neighbors to make things better in their community.

6. **State-level Resources** -- The California Commission on Improving the Quality of Life Through Service is the state agency charged with promoting community service activities and volunteerism. They can provide interested adult schools with information on local AmeriCorps or other national service programs. They can be reached on the WWW at the following address **http://www.cilts.ca.gov/PUBLICMAIL.HTML**

Alternatively, they can be reached by mail or phone as follows:
Commission on Improving Life Through Service
1121 L Street, Suite 103
Sacramento, CA 95814
916-323-7646
916-327-4836 (Fax)

Commercial Textbooks

Real -Life English, Steck Vaughn
Unit 4, Daily Living

Choices: An ESL Lifeskills Series for Adults, Contemporary Books
Ch. 6, We Have The Right To Free Speech
Ch. 7, We'll Send Someone Right Away

19. COLLABORATING WITH NEIGHBORS

OBJECTIVES:

- research and analyze information;
- prepare a survey form;
- design a survey process;
- prepare a plan of action.

LEARNERS & CONTEXT

Adult students. Average ability of the group is medium. The range of ability is wide. Motivation is high. Group size is between 11 and 30. There are many learners whose English is limited.

ROOM SETUP

Small tables and chairs to allow team work activities and to set up a head table for debate.

TO BRING

Local newspapers.

TO DO AHEAD

Organize print and online research opportunities.
Review local news to become familiar with "hot" issues.

MEDIA USED

Overhead, print.

STEPS

Warm Up
Introduction
Collaboration Steps
Community Issues
Identify Issues and Roles
Research
Design Survey
Design Process
Develop Plan
Reflect
Closure

Lesson Plan: 19. Collabor W Neighbors

	Warm Up	Teacher asks students about their neighborhood: What do you like about your neighborhood?
(8 min)	*Prior Knowledge Activation* *• Warm-Up Exercise*	What don't you like about it? Do you know your neighbors very well? Do your neighbors agree with the things that you do not like in your neighborhood? Have you discussed your ideas with your neighbors? Are you planning to do something to change what you do not like?
	Introduction	Teacher shows the objectives on the overhead and states: Today you will be able to:
(7 min)	*Information Preview* *• State Objectives Informally*	Research and analyze information; Prepare a survey form; Design a survey process;
	overhead	Prepare a plan of action. These activities will help you set up a process for collaborating with your neighbors to reach a goal.
	Collaboration steps	Teacher asks students to seat in groups of five. As a group, the students read about the major steps for collaboration and explain
(15 min)	*Information Acquisition* *• Fact Presentation*	the steps to each other. Teacher asks student volunteers to write the steps and the main points under
	print	each step. Students are encouraged to discuss, question and clarify the information.
	Community Issues	Teacher asks students to list issues that they perceive important in their neighborhood.
(8 min)	*Practice & Feedback* *• Brainstorming*	Teacher (or a student) write the information on the board without stopping to discuss and evaluate.
(7 min)	**Identify Issues and Roles**	Teacher asks students to identify from the list the three major issues that they would like to address.
	Practice & Feedback *• Group Practice - Indep.*	After the three issues are selected. The teacher asks students to form three groups, one for each issue. In the groups the students are to decide what responsibilities each individual is

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Lesson Plan: 19. Collabor W Neighbors

		going to have, e.g., speaker, recorder, researcher, etc.
(20 min)	**Research** *Practice & Feedback* • *Individual Practice - Indep.* *mixture*	Students are given a specific amount of time to research information about the selected issue. They are to organize the research in favor or against; fact or opinion, etc.
(15 min)	**Design Survey** *Practice & Feedback* • *Creative Practice*	Teacher asks students to prepare 10 questions to survey their neighbors. Students in their groups prepare the questions and other demographic information that they might want to ask. The speaker of each group presents their work to the rest of the class for comments and evaluation.
(15 min)	**Design process** *Practice & Feedback* • *Creative Practice*	Each group designs a process to follow in conducting the survey. The groups share their designs with the whole class for feedback and evaluation.
(10 min)	**Develop Plan** *Practice & Feedback* • *Creative Practice*	Students work with their partners in preparing a detailed plan of action, i.e., who will do what, when, where and how, in order to complete the surveys before the next meeting. Students agree on a time for the next meeting.

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Lesson Plan: Collaborating With Neighbors

	Reflect	Teacher asks students to take a few minutes to reflect on what they practiced.
(8 min)	*Closure* *• Reflection*	Students may volunteer to express their feelings regarding the activities and the direction for the next session.

	Closure	Today you practiced to: Research and analyze information; Prepare a survey form; Design a survey process; Prepare a plan of action.
(7 min)	*Closure* *• Instructor Summary*	In the following session, we will review the information collected. And plan the following steps.

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OBJECTIVES

You will be able to:

- **Research and analyze information;**
- **Prepare a survey form;**
- **Design a survey process;**
- **Prepare a plan of action.**

Collaboration

Collaboration is telling yourself, "I need the help of others to do this job well". There are five major steps to successful collaboration.

1. Getting together

Collaboration may begin when a couple of neighbors decide to act together to address a problem or situation in the community. A problem or situation that can not be solved by the individual. The neighbors organize and become partners and involve the right people, diverse people with commitment.

The partners becomes a collaborative. They make a commitment to collaborate by agreeing on a unifying theme, establishing shared leadership and roles, setting ground rules, and securing financial resources for the collaborative's planning efforts. During each step, partners reflect and celebrate what has happened and what was accomplished.

2. Building trust and ownership

It is very important that the partners develop the kind of trust that present a united front against obstacles. Partners develop a base of common knowledge by learning as much as possible about each other's beliefs, goals, objectives, cultures and working constrains.

The collaborative conducts a community survey to gather information on the problem or situation, its positive and negative effects on the neighborhood, existing efforts to solve it, and barriers to the resolution.

Partners define a shared vision and goals. The collaborative develops a mission statement and publicizes it to the community. The collaborative reflects and celebrates what was learned and what was accomplished.

3. **Developing a strategic plan**

Partners must recognize that good planning takes time. Good planning prevents poor performance. The collaborative focuses on a specific neighborhood problem. The collaborative conducts a neighborhood analysis for an in-depth picture of the neighborhood's leadership, assets, needs, and existing resources.

The collaborative defines target outcomes that will drive its activities design. The collaborative invites public and private agencies to participate. The collaborative designs a prototype by using a carefully formulated set of criteria intended to cause change

Partners develop the technical tools of collaboration, such as management information systems, databases, and develop techniques for capturing data. The collaborative formalizes interagency relationships. The collaborative reflects and celebrates its work and its accomplishments.

4. **Taking Action**

Implementation will test the vision and commitment not only of the collaborative but of the individuals. The collaborative agrees on the strategies (who, what, when, where, how) for carrying out the tasks.

Partners implement an outreach strategy to make sure that all neighbors are well informed of the goals and objectives of the collaborative and may help carrying out the tasks, if they so wish. The collaborative incorporates sensitivity to race, culture, gender and disabilities in its outreach efforts. Progress is evaluated. The collaborative reflects and celebrates its implementation experience.

5. **Expanding**

"Going to scale" means adapting a successful process to other situations and in other arenas so that the collaborative practices can affect entire communities. Partners adapt and expand the prototype. Partners develop a pool of collaborative leaders. Partners devise a long range financing strategy to generate permanent resources for restructured services. Partners continue to build and maintain a community constituency by communicating the collaborative's restructured objectives. The collaborative reflects and celebrates its success.

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Date: _____

Student Name _____

Teacher Name _____

Student Survey
"Collaborating With Neighbors"

1. Have you ever thought or talked with family, friends or co-workers about:

	For Each Line, Please check the box that applies to you			
	Never	Once or Twice	Quite Often	Not Interested
a. The different ways a group working on issues of common interest might benefit the community?				
b. Which community issues you feel strongly enough about to actively work on, either alone or in a group?				
c. What kinds of group actions might be effective in promoting your position on an issue?				
d. What things you might do for a community or grass-roots organization?				
e. How to find out which groups are working on the issues you are concerned about?				
f. What steps to take to approach a specific group you might want to join?				
g. How to feel more comfortable working in a group with lots of people you don't know?				

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2. What can you do?
Please read the following (true) story and suggest what you and your neighbors can do about it.

Background. You and some friends in the neighborhood have been talking about how bad it is to have bars on Main Street (a central street in this small town) open all day selling alcohol, because you don't want your children to come in contact with drunken people all the time. You also are concerned that your teenage children will think that being drunk is a "cool" thing to do, and will begin to try out this behavior. Just the other day a drunk leaving a bar wandered up to your friend's child who was walking home from school and begged her for money. She came running home in tears, your friend said.

a. What kinds of things can you and your friends do about the problem?

_____

_____

_____

b. How can you find out what groups are working on the issue; and which of these (if any) would you and your friends want to join to solve the problem?

_____

_____

_____

c. Who are the people who are going to be against your solution, and how can you persuade them to your side?

_____

_____

_____

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3. How confident are you that you have all the skills and information you need in order to:

	For Each Line, Please check the box that applies to you			
	Not Very Confident	A Little Confident	Quite Confident	Have All the Information
a. Find out exactly how a specific community or grass-roots organization should be organized?				
b. Write a letter to a community group or local government to request information or to offer suggestions or comments?				
c. Interview an official or member of an existing community group as a way of getting useful information?				
d. Break a problem or goal you are trying to attain into smaller tasks to make it more manageable?				
e. Speak persuasively to a group of people you might not know or know well?				
f. Interest and persuade others to get active in solving a community problem?				

4. What do you want to learn about working with neighbors to solve problems or accomplish goals you both share?

I want to learn:

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Date: _____

Student Name _____

Teacher Name _____

Module 19:
Collaborating With Neighbors

Instructions: Please join with three or four other students to work on this activity as a group. The activity is divided in two parts. The first part asks you to conduct a survey as a group project. The second part asks you to reflect on your work with this module and tell us what you learned.

Part I.
To be done in small groups.

Each group should discuss the issues of importance to the neighborhood where group members live, or where they attend this class. Record the issues on the answer sheet

1. Select one of these issues to focus on for the group project—one which you have not worked on in class. Record this one on the answer sheet, with the reason why you are focusing upon it.

2. Formulate a position or strategy related to this issue. Specifically, either

3a. Identify a strategy to address this issue, or

3b. Identify something to do to improve conditions in this neighborhood, related to this issue, or

4. Identify reasons why the issue arose (for example: sources of "the problem")

5. Design a survey to determine both:
   - how much support there is within the neighborhood related to the strategy, action, or reasoning you have developed; and
   - how much interest there is in moving ahead and doing something to improve conditions.

6. Write out the steps the neighborhood group would take in conducting the neighborhood survey on your issue.

7. Indicate what factors would affect the results of the survey, and what your group would do with the results of the survey to move ahead.

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Answer Sheet – Post Module 19 Activity: Collaborating With Neighbors

1. Is the issue on which you are focusing about:

___a) where you live ___b) where you work ___c) where you go to school

2. What are the issues of importance that were discussed?

a. _____

b. _____

c. _____

d. _____

e. _____

3a. Which issue will your group focus on? (Circle 1) a b c d e

3b. Why did you select this issue to focus upon? And, what do you think you could accomplish by collaborating with your neighbors in working on it?

_____

_____

_____

_____

4. What strategy, action, or reasoning has your group developed, related to the issue you are focusing upon?

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5. How would you do the survey: steps the neighborhood group would take in conducting the neighborhood survey on your issue.

_____

_____

_____

6a. What factors would affect the results of the survey?

_____

_____

_____

6b. What your group would do with the results of the survey to move ahead and effect change.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

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Part II.
Please tell us what you learned from your work with this module

1. Did you benefit from your work on this module regarding any of the following?

understanding better how to:	Yes/No	Please comment on either: • How you benefited; or • Why you feel this module was not useful for you in this area
a. Determine what the issues are, in your community or in the US in general, which most affect your family and community?		
b. Discuss with your neighbors and fellow workers which issues they feel are most important?		
c. Assess what impact a belief, policy decision or business practice might have on your life and on the life of your community?		
d. Use a variety of different information and data sources to evaluate and respond to the arguments of your opponents?		
e. Determine what kinds of group actions might be effective in promoting your or your group's position on an issue?		
f. Find out what things you might do for a community or grass-roots organization?		
g. Find out which groups are working on the issues you are concerned about?		
h. What steps to take to approach a specific group you might want to join?		
i. How to feel more comfortable working in a group with lots of people you don't know?		

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2. **Did your work in this module help you be able to do any of the following:**

	Yes/No	Please comment on either: • How you benefited; or • Why you feel this module was not useful for you in this area
a. Find out exactly how a specific community or grass-roots organization is organized?		
b. Write a letter to a group to request information or to offer suggestions or comments?		
c. Interview an official or member of an existing community group as a way of getting useful information?		
d. Break a problem or goal you are trying to attain into smaller tasks to make it more manageable?		
e. Speak persuasively to a group of people you might not know or know well?		
f. Interest and persuade others to get active in solving a community problem?		
g. Anything else? Please tell us about it ~below		

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NEIGHBORHOOD SURVEY ON THE ISSUE OF

_____

Survey Questions:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

6. _____

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